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ABSTRACT

This publication was developed as a response to many requests for a logically ordered set of pre-employment activities for grades 7-12. The activities were developed for average classroom size and hours using the career developmental areas as a theoretical base. The activities are organized in 13 units that cover the following topics: a closer look at me; choosing an occupation; men, women, and jobs; vocabulary for job seekers; seeking employment; direct information; the resume; the application form; preparing for the interview; looking for a part-time job; keeping your job; termination; and personal finances. Each activity follows a standardized format of title of unit, title of activity, objective, procedure, suggested evaluation activities, notes for local adaptation, career developmental areas addressed, resource for the activity, and the student activity sheet. Activities within the publication refer to a folder called "Profile Me" which is described in the first unit and in which results of surveys and activities can be inserted so that students can collect information about themselves for future assessment. (KC)

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ED295039

GET READY, GET SET, GET A JOB!

PRE-EMPLOYMENT ACTIVITIES FOR GRADES 7-12

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Edited by Linda C. Nusbaum, Head, Office of Research and Communications.

AN EQUAL OPPORTUNITY EMPLOYER

FOREWORD

This publication contains a wealth of information which can be used to aid students as they enter the job market. Job skills themselves are no longer enough. Individuals entering the job market need to be provided with specific skills in seeking employment and moving within the career areas. This publication was developed to aid in the transition from the world of education to the world of work.

Properly used and infused within the curriculum, these materials constitute a means by which educators can help both vocational and nonvocational students understand today's requirements for employment.

The people listed below along with members of the Guidance and Testing Section staff contributed greatly to the development of this publication. Their individual efforts are appreciated.

Judy Cavanaugh	English Teacher	Delaware County Joint Vocational School Delaware
Richard Delaney	English Teacher	Pike County Joint Vocational School Piketon
Robert Goessler	Principal	River High School Hannibal
Marie Pavlicko	Career Coordinator	Mahoning County Joint Vocational School Canfield
Daniel Ross	Superintendent	Patrick Henry Local Schools Hamler
Carol Whitney	Vocational Sex Equity Supervisor	Ohio Department of Education Columbus
H. Eugene Wysong	Counselor Educator	The University of Toledo Toledo

Thanks to the many other people who, over the years, have contributed materials and resources which have served as a base in the development of this publication.

INTRODUCTION

This publication, *Get Ready, Get Set, Get A Job*, is a response to the many requests for a logically ordered set of pre-employment activities, grades 7-12. The activities were developed for average classroom size and hours using the career developmental areas as a theoretical base.

In order for students to assess information about themselves, activities within the publication refer to a folder called "Profile Me." Results of surveys and activities are suggested as enclosures. As students progress through school they will have information about themselves in one place for future assessment.

The activities in this publication were developed using the following format:

- Title of unit
- Title of activity
- Objective for the activity
- Procedure for the activity
- Suggested evaluation activities
- Notes for local adaptation
- Career developmental areas addressed
- Resource for the activity
- The student activity sheet

Pre-employment preparation, or the lack of it, can make the difference between getting a job and not getting a job. Schools must accept the responsibility for preparing all students to become employed since productive, employed citizens are a major goal of education in Ohio.

This publication was financed by funds provided under the Vocational Education Act of 1963 P.L. 88-210 as amended, through the Division of Vocational Education, Ohio Department of Education. It is published in compliance with Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964 and the implementing regulations. It is in conformance with the State Plan and the applicable manual of operations.

TABLE OF CONTENTS

Page

Foreword ii

Introduction iii

A. A Closer Look At Me

1. Profile Me Folder 1
2. Attitude Inventory 2
3. Guidance Information Sheet 4
4. How I See Me 6
5. Employer's Point of View 8

B. Choosing An Occupation

1. Identifying Your Work Preferences 9
2. Using Friends to Research Jobs 10
3. Researching Jobs With the Occupational Outlook Handbook 12
4. Work Values Check List 14
5. OICL + WTGG + GOE + DOT = Job Search 16
6. Ohio Interest Survey (OIS) 17
7. Making Vocational Decisions 18
8. More Training for a Better Job 20

C. Men, Women, and Jobs

1. Project MASSIVE - Student Edition 22
2. Changing Roles 23

D. Vocabulary for Job Seekers

1. Vocabulary 25

E. Seeking Employment

1. The Student Pre-Employment Survey 27
2. Looking for a Job 30
3. The Letter of Application for a Job 32

F. Direct Information

1. Implementing A Career Day 35
2. Job Shadowing Experience 46

G. The Resume

1. Resume Information Sheet 47

H. The Application Form

1. Guidelines for Completing an Application 50
2. Filling Out a Job Application 52

I. Preparing for the Interview

1. Before, During and After 54
2. Mock Job Interview 56
3. Post-Interview Letter 57

J. Looking for a Part-Time Job

1. I Can't Work Full-Time 59

K. Keeping Your Job

1. Guidelines and Duties for Survival on the Job 60
2. Getting Along with People 61
3. Safety on the Job 62
4. Absenteeism and Keeping A Job 63
5. What Can You Offer An Employer? 64
6. Work Evaluation 65

L. Termination

1. I Got Fired 67
2. The Letter of Resignation 69
3. Role Play - "I Quit" 71

M. Personal Finances

1. Understanding Your Paycheck 72
2. Banking 74
3. Living on Your Own 76
4. Standards of Living 78

A CLOSER LOOK AT ME

A1

PROFILE ME FOLDER

OBJECTIVE

Students will organize job-related information and perform personal assessment.

PROCEDURE

Utilize a folder to file job-related and personal assessment information. This folder will be referred to as the "Profile Me" folder. Some of the items in the folder might include:

- results of interest inventories (OIS, OVIS, etc.)
- records of career exploration (such as: interpretative notebooks of OIS or GATB)
- results of aptitude tests (GATB, DAT, etc.)
- results of pre-employment activities

Points for discussion:

- use and evaluation of the folder
- use of information collected

NOTE: Policy for the use and storage of the folders should be established in line with board policy relating to family rights and privacy.

SUGGESTED EVALUATION ACTIVITIES

Periodic review of folder contents with students.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Self and World of Work

RESOURCE

Ohio's Group Guidance Curriculum, Kindergarten-Adult, Ohio Department of Education, Columbus, Ohio, 1977.

A2 *A CLOSER LOOK AT ME*

ATTITUDE INVENTORY

OBJECTIVE:

Students will become aware of personal attitudes.

PROCEDURE

Administer the attitude inventory (Student Activity Sheet A-2) to students.

Discuss the vocabulary of the attitude inventory (optional depending upon group).

File completed inventory in the "Profile Me" folder.

SUGGESTED EVALUATION ACTIVITIES

Have students rate themselves with the self-scoring index.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Employability and Work Adjustment and Self

RESOURCE

Ohio's Group Guidance Curriculum, Kindergarten-Adult, Ohio Department of Education, Columbus, Ohio, 1977.

A CLOSER LOOK AT ME

A2

ATTITUDE INVENTORY

Because the matter of attitude is the most important of all personal traits, it is important that you take inventory of your own attitudes toward people and situations. Read each of the following questions and answer honestly. A careful study of your answers can help you to see those areas that need improvement. In front of each statement, write the number that represents your answers in this matter.
5—positively yes; 4—mostly yes; 3—undecided; 2—mostly no; 1—positively no. Answer with your first reaction.
ANSWERS HERE

_____ 1. Do you make new friends easily?
_____ 2. Do you refrain from being a "complainer"?
_____ 3. Are you careful never to interrupt when another person is speaking?
_____ 4. Can you be optimistic when others about you are depressed?
_____ 5. Do you refrain from boasting or bragging?
_____ 6. Do you control your temper?
_____ 7. Are you genuinely interested in the other person's point of view?
_____ 8. Do you speak well of other people?
_____ 9. Do you keep the same friends for years?
_____ 10. Do you feel well most of the time?
_____ 11. Do you use proper English?
_____ 12. Do you keep promises?
_____ 13. Are you at ease with the opposite sex?
_____ 14. Do you have good table manners?
_____ 15. Do you organize your work and keep up with it?
_____ 16. Do you get along well with your parents?
_____ 17. Do you readily admit your mistakes?
_____ 18. Can you be a leader without being "bossy"?
_____ 19. Is it easy for you to like nearly everyone?
_____ 20. Can you stick to a tiresome task without being "prodded"?
_____ 21. Do you finish each task you begin?
_____ 22. Do you realize your weaknesses and attempt to correct them?
_____ 23. Can you take being teased?
_____ 24. Do you avoid feeling sorry for yourself?
_____ 25. Are you courteous with your classmates?
_____ 26. Are you usually well groomed and neatly dressed?
_____ 27. Are you a good loser?
_____ 28. Do you enjoy a joke even when it is on you?
_____ 29. Do you like other people?
_____ 30. Do you keep your own room in order?
_____ 31. Are you aware of the rules of etiquette?
_____ 32. Do you refrain from giving opinions?
_____ 33. Are you tolerant of other people's beliefs?
_____ 34. Do you respect the opinions of your parents and other people even though they are different from yours?
_____ 35. Do you introduce people easily and correctly?
_____ 36. Do you refrain from pouting when things go differently than you like?
_____ 37. Are you a good listener?
_____ 38. Can you speak before a group without feeling self-conscious?
_____ 39. Do you like to attend parties?
_____ 40. Are you the kind of friend you expect others to be?
_____ 41. Do you accept compliments or gifts graciously?
_____ 42. Can you disagree without being disagreeable?
_____ 43. Do you like to give parties?
_____ 44. Are you "on time" for engagements?
_____ 45. Do you generally speak well of other people?
_____ 46. Can you take criticism without being resentful or feeling hurt?
_____ 47. Are you careful to pay back all loans, however small?
_____ 48. Are you always on time for your appointments?
_____ 49. Does your voice usually sound cheerful?
_____ 50. Can you work well with those you dislike?
_____ 51. Do you contribute to the conversation at the family dinner table?
_____ 52. Do you try as hard to get along well with your family as with friends?
_____ 53. Do you like people who are much older than you?
_____ 54. Are you pleasant to others even when you feel "out of sorts"?
_____ 55. Are you free from prejudices?

PLACE YOUR TOTAL SCORE HERE _____
There are 55 questions. A perfect score would be 275. If you rate from _____
250 to 275 — You're too good to be true.
200 to 249 — You're attitude toward others is commendable.
150 to 199 — Your attitude needs improvement in certain areas.
Below 150 — You need a general overhauling. Look over your answers and see where you might improve yourself.

3

A3 A CLOSER LOOK AT ME

GUIDANCE INFORMATION SHEET

OBJECTIVE:

Students will collect personal information that will help them with career decision making.

PROCEDURE

Complete information sheet (Student Activity Sheet A-3) before distribution to students.

Allow students time to review their individual information sheets.

Discuss the vocabulary on the information sheet.

Discuss the relationship of interest to abilities.

File information sheet in the "Profile Me" folder.

SUGGESTED EVALUATION ACTIVITIES

Use these sheets to consider students' strengths and weaknesses before they make decisions pertaining to education and occupations.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Decision Making and Self

RESOURCE

Ohio's Group Guidance Curriculum, Kindergarten-Adult, Ohio Department of Education, Columbus, Ohio, 1977.

A CLOSER LOOK AT ME

GUIDANCE INFORMATION SHEET

Name _____

The purpose of this sheet is to acquaint you with the relationship of interests, aptitudes and abilities in making educational or vocational decisions. This "Guidance Information Sheet" should be examined.

I. Achievement Marks (Average)

English		Art	
Mathematics		Vocal Music	
Science		Physical Education	
History/Social Studies		Band	
Foreign Language		Other _____	
Home Ec./Ind. Arts			

II. Achievement Test Scores

Test	Grade	Read.	Math.	Lang.	Total

III. Academic Ability Range

Test	Grade	Verbal	Quantitative	Non verbal	Total

L = Low A = Average H = High

IV. Aptitude Tests

General Aptitude Test Battery

	G	V	N	S	P	Q	K	F	M
Stanine									

Differential Aptitude Test

	NR	VA	NR & VA	MR	CSA
Stanine					

V. Interest Survey: _____
Name of Survey

Grade _____ Year 19 _____

High Interest Areas	*Scale Score*	*Low Interest Areas*	*Scale Score*

A CLOSER LOOK AT ME

HOW I SEE ME

OBJECTIVE:

Students will assess their self-images and generate more positive self-concepts.

PROCEDURE

Administer the "How I See Me Survey" on the following page to students.

Have students evaluate their scores.

Break into small groups in which students can discuss their scores.

File results in the "Profile Me" folder.

SUGGESTED EVALUATION ACTIVITIES

Observe class discussion.

Suggest that students choose one area of perceived weakness that they would like to improve.

Ask students to write a paragraph explaining how successful they have been in improving upon their weakness (maybe a month or two later).

NOTES

CAREER DEVELOPMENTAL AREA(S)

Self

RESOURCE

J. Patrick Ross, Worthington City Schools, Worthington, Ohio.

A CLOSER LOOK AT ME

HOW I SEE ME SURVEY

This survey tells how you get along with others and how you feel about yourself. Follow the directions given below. Place the finished exercise in your "Profile Me" folder.

Read each statement. Put a "1" next to the statement if you agree with it. Put a "2" next to the statement if you are uncertain. Put a "3" next to the statement if you disagree.

1 = AGREE 2 = UNCERTAIN 3 = DISAGREE

_____ 1. I am at ease speaking in front of the class.

_____ 2. When I have the facts, I freely express my opinion.

_____ 3. I enjoy starting up a conversation with someone I don't know if there is no danger involved.

_____ 4. I have enough self-confidence to begin a relationship with anyone.

_____ 5. If a classmate and I had a personality conflict, I would attempt to work out a solution.

_____ 6. I feel comfortable walking into situations in which I don't know anyone.

_____ 7. I have no trouble accepting a compliment.

_____ 8. I would volunteer to give the school announcements over the microphone.

_____ 9. I can speak comfortably with a teacher about a matter of concern to me.

_____ 10. I feel comfortable joining groups where a conversation is already in progress.

Total your score.

If you have a score of 26-30, you may need to build your self-confidence in dealing with others.

If you have a score of 15-25, you have a self-confident approach to building relationships.

If you have a score of 10-14, you may be too confident in dealing with others.

EMPLOYER'S POINT OF VIEW

OBJECTIVE

Students will better understand the employer's view of a prospective employee.

PROCEDURE

Invite a panel of representatives from local business and industry to discuss their expectations of people who interview for jobs.

Some topics they may address are the importance of:

- physical appearance, i.e., posture, dress
- eye contact
- attitude, i.e., eagerness, willingness to learn
- preparedness
- coming alone rather than in a group to the interview

SUGGESTED EVALUATION ACTIVITIES

Observe class discussion.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Employability and Work Adjustment

RESOURCE

Linda Nusbaum, Ohio Department of Education, Office of Research and Communications, Columbus, Ohio.

IDENTIFYING YOUR WORK PREFERENCES

OBJECTIVE

Students will focus on the decision making process.

PROCEDURE

1. Identify a concern.
2. Collect relevant data.
3. Consider possible alternatives.
4. Examine the consequences of the alternatives.
5. Isolate the most desirable alternative.
6. Test the selected alternative.
7. Reevaluate the concern (goal) and alternatives.

Decisions concerning the following may be discussed.

1. A course of study for high school
2. Part-time jobs
3. Leisure activities
4. Family matters

Help students understand the idea of choosing between many different alternatives which not only meet their wants but also their needs at this point in time.

Films and filmstrips related to decision making may be utilized as an introduction to the group discussion.

SUGGESTED EVALUATION ACTIVITIES

Observe student discussion.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Decision Making

RESOURCE

Ohio's Career Guidance Program, Kindergarten-Adult. Ohio Department of Education, Columbus, Ohio, 1982.

USING FRIENDS TO RESEARCH JOBS

OBJECTIVE

Students will utilize available career information resources.

PROCEDURE

Inventory career materials and resources available at your school.

Give students a list and description of available career resources.

Have students research two jobs which are of interest to them by using the following activity sheet. Have students label selected occupations according to data, people and things.

Discuss listed considerations.

Discuss lifestyles related to certain jobs.

File activity sheet in "Profile Me" folder.

Questions for Discussion

1. Discuss the lifestyle provided by both jobs.
2. Explain the difference between net and gross pay.
3. Explain "probationary period" and the necessity of having it.
4. What is expected of you during the probationary period?
5. What are the policies about tardiness, absenteeism, sick leave and vacation leave?
6. How much travel is involved in getting to and from work? What kinds of transportation are available?

SUGGESTED EVALUATION ACTIVITIES

Review students' completed activities.

Monitor students' future use of career information resources.

Observe changes in students' perceptions of the jobs they researched.

NOTES

CAREER DEVELOPMENTAL AREA(S)

World of Work, Economics and Education and Training

RESOURCE

J. Patrick Ross, Worthington City Schools, Worthington, Ohio.

CHOOSING AN OCCUPATION

USING FRIENDS TO RESEARCH JOBS

Choose two jobs that you would like to know about and write them on the top of each column below. Try to interview a person who is presently employed at that job. You may have a friend or your teacher may know someone who is working at that job who you might interview. If not, a call to an employer might locate someone who will talk with you to help with your research. Find out the following information from someone who is working at each of the jobs you choose.

Name of job		
Interview, resume and application requirements		
Probationary period		
Uniforms or necessary clothing		
Starting salary		
Travel requirements		
Lunch facilities		
Parking restrictions		
Tardiness and absenteeism policies		
Fringe benefits		
Do you like your job?		
Would you choose it again?		
How did you get this job?		

B3

CHOOSING AN OCCUPATION

RESEARCHING JOBS WITH THE OCCUPATIONAL OUTLOOK HANDBOOK

OBJECTIVE

Students will use the *Occupational Outlook Handbook* to become aware of its use.

PROCEDURE

Distribute an *Occupational Outlook Handbook* to each student.

Have students fill out the activity sheet.

SUGGESTED EVALUATION ACTIVITIES

Observe students' activity sheets.

NOTES

CAREER DEVELOPMENTAL AREA(S)

World of Work

RESOURCE

Louis C. Vild, Ohio Department of Education, Division of Educational Services, Guidance and Testing Section, Columbus, Ohio.

CHOOSING AN OCCUPATION

RESEARCHING JOBS WITH THE OCCUPATIONAL OUTLOOK HANDBOOK

Using the *Occupational Outlook Handbook*, begin your study of three different jobs. Open the book to the table of contents and look at only the major classifications of jobs. Write the name of the major classification which interests you most **at the top of each of the lists below.** Looking at the jobs in that classification, do you see three jobs that you would like to know more about? If yes, write the titles on the line provided for job classification. If not, scan another classification that interests you so that you will have three jobs to research. Then turn to the proper pages to find information about the jobs that interest you.

Major classification	_____	_____	_____
Job classification	_____	_____	_____
Nature of work	_____	_____	_____
Places of employment	_____	_____	_____
Training and qualifications	_____	_____	_____
Employment outlook	_____	_____	_____
Earnings	_____	_____	_____
Working conditions	_____	_____	_____
Source of additional information	_____	_____	_____
Number employed in field	_____	_____	_____
Number of hours per week	_____	_____	_____

B4 # CHOOSING AN OCCUPATION

WORK VALUES CHECK LIST

OBJECTIVE

Students will identify the kinds of jobs that meet individual needs.

PROCEDURE

Distribute the work values check list (Student Activity Sheet B-4).

Have students rank the qualities of a job that would be most important to them.

Discuss various jobs that would be considered part of each area.

Discuss and compare the work values of different students.

File activity sheet in "Profile Me" folder.

Discussion

- Identify three needs that a job must satisfy to meet individual needs of students.
- Have students discuss their individual needs and how their chosen occupation will satisfy those needs.

SUGGESTED EVALUATION ACTIVITIES

Observe group discussion of possible jobs that would meet specific student needs.

Have students record which jobs best fit the criteria they plan to use in future explorations.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Self, World of Work and Employability and Work Adjustment

RESOURCE

H. Eugene Wysong, University of Toledo, Toledo, Ohio.

CHOOSING AN OCCUPATION

WORK VALUES CHECK LIST

Listed below are 13 work values which people seek to fulfill from their occupations. On the space at the left put a check (✓) in front of the work value that you think would be important to you in your future occupation. Next, for each value you have checked, show your preferences by putting a "1" in front of the most important value. Put a "2" in front of the second most important value. Continue until you have ranked all of the values you have checked.

Work Values Check List

_____ 1. Adventurous - doing exciting activities, being in new or uncertain situations, engaging in competition.

_____ 2. Artistic - producing something which influences the senses of seeing or hearing.

_____ 3. Creative - initiating a new idea or product.

_____ 4. Income - receiving a high salary.

_____ 5. Independent - planning own work activities, being free to change procedures.

_____ 6. Intellectual - solving complex problems requiring mental thought, involving intellectual concepts and knowledge.

_____ 7. Leadership - influencing others in their work, being a leader, making decisions.

_____ 8. Orderliness - following set procedures, doing well-ordered or repetitive routines.

_____ 9. Productive - making a product or doing work which results in something usable and observable.

_____ 10. Physical Performance - doing difficult physical tasks requiring skill or stamina.

_____ 11. Recognition - being known by many people, receiving respect from others.

_____ 12. Social Service - working for the benefit of others and society.

_____ 13. Variety - being engaged in many different activities or problems.

B5

CHOOSING AN OCCUPATION

OICL + WTGG + GOE + DOT = JOB SEARCH

OBJECTIVE

Students will explore careers and career information as related to individual interests.

PROCEDURE

Since some cost is involved in this activity, advance planning is suggested.

Distribute the *Ohio Interest Check List* (OICL) to students.

Have students respond to activity statements within the check list.

Distribute or have available a number of copies of the *Worker Trait Group Guide (WTGG)*, *Guide for Occupational Exploration* (GOE) and *Dictionary of Occupational Titles* (DOT).
Have students work through the entire OICL. In some cases the coordinator might choose to read the OICL to students as they work together.

The *Ohio Interest Survey* (OIS) might be administered if additional information is wanted. It might be used a year later or in place of the OICL, depending upon grade level.

File information in "Profile Me" folder.

NOTE: The price list for the *Ohio Interest Check List* and *Ohio Interest Survey* is available from the Ohio Department of Education, Division of Educational Services, Guidance and Testing Section, Columbus, Ohio.

SUGGESTED EVALUATION ACTIVITIES

Observe the group discussion of selected occupational choices.

NOTES

CAREER DEVELOPMENTAL AREA(S)

World of Work and Employability and Work Adjustment

RESOURCE

J. Patrick Ross, Worthington City Schools, Worthington,Ohio.

OHIO INTEREST SURVEY (OIS)

OBJECTIVE

Students will receive information about their current interests, including best liked school subjects and best liked career areas.

PROCEDURE

Since cost is involved in this activity, advance planning is suggested.

CLASS MEETING ONE

1. Distribute and discuss OIS orientation booklet.	15-25 minutes
2. Administer OIS survey.	20-30 minutes
3. Exercise I - What was your reaction to the OIS exercises from *Interpretation Notebook One (Junior High) or Two (Secondary)*?	10-15 minutes

CLASS MEETING TWO

4. Exercise II - Find information about jobs that interest you.	20-30 minutes
5. Exercise III - Interpret the OIS printout.	10-15 minutes
6. Exercise IV - Explore OIS scales that interest you.	20-30 minutes

CLASS MEETING THREE - For high school only

7. Exercise V - Explore worker trait groups that interest you.	20-25 minutes
8. Exercise VI - Find out about jobs.	20-25 minutes
9. Exercise VII - Future plans.	15-20 minutes

NOTE: The price list for the *Ohio Interest Survey* (OIS) is available from the Ohio Department of Education, Division of Educational Services, Guidance and Testing Section, Columbus, Ohio.

SUGGESTED EVALUATION ACTIVITIES

Observe student discussion during orientation and interpretation sessions.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Self and World of Work

RESOURCE

E. Roger Trent, Ohio Department of Education, Division of Educational Services, Guidance and Testing Section, Columbus, Ohio.

MAKING VOCATIONAL DECISIONS

OBJECTIVE

Students will make decisions that will help them with career planning.

PROCEDURE

Have students draw a timeline or write a journal which projects dates when vocational choices must be made (vocational school, college, high school course planning) from the present to their high school graduation date.

Distribute decision making activity sheet (Student Activity Sheet B-7) to students.

File both the activity sheet and the timeline in the "Profile Me" folder.

Films and filmstrips related to decision making may be utilized as an introduction to group discussion.

NOTE: Points for discussion:

- How to decide course of study for education
- Part-time jobs (Whether or not to take one)
- Leisure activities (When is enough enough?)
- Family matters (What should I do?)

SUGGESTED EVALUATION ACTIVITIES

Review student journals and timelines at the conclusion of the activity and again a month or two later to check on progress.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Self and Decision Making

RESOURCE

J. Patrick Ross, Worthington City Schools, Worthington, Ohio

CHOOSING AN OCCUPATION

MAKING VOCATIONAL DECISIONS

A decision about an occupational area must be made before vocational plans can be made. After you have explored the world of work and your strengths and weaknesses, you should be ready to make some general decisions. This decision making activity can help you make some vocational decisions.

The steps in decision making include:

1. Identify a concern.	1. What career should I choose?
2. Collect relevant data.	2. Consider lifestyle, interests, aptitudes.
3. Consider possible alternatives.	3. List three possible alternatives below.
4. Examine the consequences of the alternatives.	4. What will happen if I make each choice?
5. Isolate the most desirable alternative.	5. Which of these careers will best meet my needs?
6. Test the selected alternative.	6. Which is my best choice?
7. Reevaluate the concern (goal) and alternatives.	7. Was that a good choice?

Using the above steps and the information available in your "Profile Me" folder, choose three alternative careers that might suit you.

( ) _____

( ) _____

( ) _____

Place a "1" in front of the career that interests you most, a "2" in front of your second choice and a "3" in front of your third choice.

B8 CHOOSING AN OCCUPATION

MORE TRAINING FOR A BETTER JOB

OBJECTIVE

Students will learn that some jobs require more training than others.

PROCEDURE

Students can use findings from section B "Choosing An Occupation" to obtain the career information about the job they chose in activity B-7.

Have students, in small groups, discuss their chosen jobs and consider training that would be needed to enter the field and additional training needed to advance.

Distribute Student Activity Sheet B-8.

Consider the steps in the decision making process.

Have students compare their findings.

Student Activity Sheet B-2 would be a reference for students.

SUGGESTED EVALUATION ACTIVITIES

Observe students while sharing their findings.

NOTES

CAREER DEVELOPMENTAL AREA(S)

World of Work and Decision Making

RESOURCE

Ohio's Group Guidance Curriculum, Kindergarten-Adult. Ohio Department of Education, Columbus, Ohio, 1977.

MORE TRAINING FOR A BETTER JOB
UNDERSTANDING ENTRY LEVEL REQUIREMENTS

Gather the following information about a particular job of interest to you.

1. Entry level requirements
2. Entry age of most workers
3. Schooling required
4. Useful out-of-school experiences
5. Machinery or equipment used
6. Amount and level of training needed
7. Jobs beyond the entry level position

Below are the steps in the decision making process. Using the following steps, decide whether more training is needed for the job that interests you.

1. Identify the concern (goal)	1. You want to be a supervisor.
2. Collect relevant data	2. There is an opening.
3. Consider possible alternatives	3. Keep my present job or take another one.
4. Examine the consequences of the alternatives	4. More money earned by working as a supervisor could buy a new car. The present job would not allow you enough money to buy a new car.
5. Isolate the most desirable alternative	5. You choose the supervisor alternative.
6. Test the selected alternative	6. Tell boss you want to be a supervisor.
7. Reevaluate the concern and alternatives	7. If you don't get the supervisor job and you still want the car what are other alternatives?

Identify a goal of yours and fill in the blanks below using the decision making model.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

C1 # *MEN, WOMEN AND JOBS*

PROJECT MASSIVE - STUDENT EDITION

OBJECTIVE

Students will become aware of sex role stereotypes.

PROCEDURE

Since some cost is involved in this activity, advance plannning is suggested.

Distribute materials to students.

Administer *Project MASSIVE — Student Edition Survey.*

Have students consider the strategies included within *Project MASSIVE.*

SUGGESTED EVALUATION ACTIVITIES

Observe change in attitudes of students toward sex roles as related to jobs.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Self, World of Work and Employability and Work Adjustment

RESOURCE

E. Roger Trent, Ohio Department of Education, Division of Educational Services, Guidance and Testing Section, Columbus, Ohio.

CHANGING ROLES

OBJECTIVE

Students will appreciate their own feelings about traditional roles of men and women.

PROCEDURE

Distribute the "Male and Female Role" activity sheet (Student Activity Sheet C-2) to students.

Have students complete the activity sheet in small groups.

Discuss reactions and feelings. Would their parents or grandparents have responded differently?

SUGGESTED EVALUATION ACTIVITIES

Observe reactions and changes in attitudes of students.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Self

RESOURCE

J. Patrick Ross, Worthington City Schools, Worthington, Ohio

C2 MEN, WOMEN AND JOBS

MALE AND FEMALE ROLES

Mark each statement with a "T" if you think the statement is mostly true or an "F" if you think it is mostly false.

T = TRUE F = FALSE

Be prepared to comment on your opinion.

_____ 1. My closest friends are the same sex as I.

_____ 2. Men and women find fulfillment in different ways.

_____ 3. It is more socially acceptable for men to fight than for women.

_____ 4. It is more important for males to have a college education than for females.

_____ 5. It is more acceptable for women to cry than for men.

_____ 6. Some jobs are definitely better suited for men and others for women.

_____ 7. It is more important for males to have opportunities for higher salary and promotion than it is for women.

_____ 8. If a woman is married and pursuing a career, she should also take full responsibility for the care of the house.

_____ 9. Males are more likely to act on the basis of reason and logic than women.

_____ 10. When assigning household chores, one should always give outdoor tasks to boys and indoor household responsibilities to girls.

VOCABULARY

OBJECTIVE

Student will become aware of the most important words that pertain to employment.

PROCEDURE

Distribute list of words.

Have students find definitions of words.

Have students learn the correct spelling.

SUGGESTED EVALUATION ACTIVITIES

Give spelling and vocabulary tests periodically.

NOTES

CAREER DEVELOPMENTAL AREA(S)

World of Work

RESOURCE

Judy Cavanaugh, Delaware County Joint Vocational School, Delaware, Ohio

D1 VOCABULARY FOR JOB SEEKERS

VOCABULARY

1. Abilities
2. Absenteeism
3. Achievement
4. Agency
5. Application Form
6. Aptitude Test
7. Assessment
8. Attitude
9. Bias
10. Benefits
11. Career
12. Checking Account
13. Chronological Order
14. Clerical
15. Compensation
16. Confidential
17. Correspondence
18. Credit
19. Credit Rating
20. Decisions
21. Deduction
22. Dependents
23. Deposit Slip
24. Disability
25. Employee
26. Employer
27. Entry Level
28. Evaluation
29. Full-Time Work
30. Grade Point Average
31. Gross Pay
32. Guardian
33. Handicap
34. Insurance
35. Interests
36. Interest Inventory
37. Interview
38. Lifestyle
39. Maiden Name
40. Marital Status
41. Net Pay
42. Occupation
43. Overtime
44. Part-Time Work
45. Permanent Address
46. Personnel Department
47. Policy
48. Position
49. Probationary Period
50. Qualifications
51. Recommendations
52. References
53. Requirements
54. Resignation
55. Resume
56. Salary
57. Self-Image
58. Sex Bias
59. Shadowing
60. Signature
61. Single
62. Skill
63. Social Security
64. Spouse
65. Status
66. Supervisor
67. Tardiness
68. Temporary
69. Termination
70. Transcript
71. Unemployment
72. Union
73. Union Dues
74. Vacation
75. Want Ads
76. Withholding Tax
77. Work Shift
78. Workers' Compensation

THE STUDENT PRE-EMPLOYMENT SURVEY

OBJECTIVE

Students will assess their knowledge of pre-employment skills.

PROCEDURE

Administer student pre-employment survey (Student Activity Sheet E-1).

Discuss the questions and the answers.

File in the "Profile Me" folder.

NOTE: The student pre-employment survey can be administered as a pre- and post-survey for a pre-employment program.

SUGGESTED EVALUATION ACTIVITIES

Observe class discussion.

Review measurement results.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Self, Decision Making, World of Work and Employability and Work Adjustment

RESOURCE

J. Patrick Ross, Worthington City Schools, Worthington, Ohio.

E1 SEEKING EMPLOYMENT

STUDENT PRE-EMPLOYMENT SURVEY

Using a pen or a pencil, fill in all sections of the survey.

	YES	NO
1. Have you ever prepared a resume?	☐	☐
2. Have you ever filled out a job application form?	☐	☐
3. Have you ever applied for a job with a company?	☐	☐
4. Do you know how to look for a job?	☐	☐
5. Do you know where to look for a job?	☐	☐
6. Can the newspaper help you find a job?	☐	☐
7. Will the Bureau of Employment Services help you find a job?	☐	☐
8. Does the telephone book only provide telephone numbers?	☐	☐
9. Should you prepare for an interview?	☐	☐
10. If you make $3.00 an hour for 40 hours, will your take home pay be $120.00?	☐	☐
11. Is local information the best source of information on jobs?	☐	☐
12. Do private employment agencies charge for helping you find a job?	☐	☐
13. Is attitude considered important for employment?	☐	☐
14. Do employers pay all fringe benefits?	☐	☐
15. Must the employer hire the first applicant?	☐	☐
16. Does an application form usually require that you list references?	☐	☐
17. Does an application form usually ask for information on your past work experience?	☐	☐

SEEKING EMPLOYMENT

STUDENT PRE-EMPLOYMENT SURVEY

Instructions

Circle the letter that is the best answer.

1. Most employers are concerned about_____.
   A. school grades
   B. attitudes
   C. attendance
   D. A and B only
   E. A, B and C

2. The word "resume" means_____.
   A. cover letter
   B. summary
   C. facts
   D. interests
   E. don't know

3. A resume contains data concerning which areas?
   A. work history
   B. immunization record
   C. money in the bank
   D. whether or not you own a car
   E. don't know

4. A resume is used to _____.
   A. locate an employer
   B. provide information about you
   C. obtain your social security card
   D. get an interview
   E. don't know

5. A job application form is_____.
   A. always required
   B. sometimes required
   C. required only by government agencies
   D. filed in triplicate
   E. don't know

6. In job interviews you may be asked_____.
   A. about your past record
   B. about your attendance at school
   C. about your school record
   D. all of the above
   E. don't know

7. Private employment agencies_____.
   A. all charge the same fee
   B. charge no fee
   C. charge depending on the job
   D. charge what you can afford to pay
   E. don't know

8. Social Security is meant to_____.
   A. help you get a job
   B. charge no fee
   C. charge depending upon the job you take
   D. guarantee income after retirement
   E. don't know

9. The Ohio Bureau of Employment Services_____.
   A. can help you find a job
   B. helps you to keep a job
   C. helps employers locate new businesses
   D. is not available to high school graduates
   E. don't know

10. Educational records contain_____.
    A. grades
    B. school attendance data
    C. name and address
    D. all of the above
    E. don't know

11. Items which may be deducted from your paycheck are_____.
    A. credit union savings
    B. social security benefits
    C. taxes
    D. all of the above
    E. don't know

12. Fringe benefits are_____.
    A. paid vacation
    B. sick leave
    C. health insurance
    D. all of the above
    E. don't know

13. Something a test can tell you is_____.
    A. your interests
    B. your aptitudes
    C. your academic skills
    D. all of the above
    E. don't know

14. Entry level employment is_____.
    A. the beginning work level
    B. where you enter a building
    C. the highest level of employment
    D. all of the above
    E. don't know

15. Employment references are_____.
    A. found in the encyclopedia
    B. people who can speak about your work performance
    C. used to determine retirement benefits
    D. all of the above
    E. don't know

E2 SEEKING EMPLOYMENT

LOOKING FOR A JOB

OBJECTIVE

Students will evaluate various types of career information.

PROCEDURE

Have students in small groups compile a list of places to find job openings, e.g., newspaper, Bureau of Employment Services.

Have each group report its findings to the class.

Post the combined resources list for student viewing.

Have each group research different resources available to determine the types of information available from each resource.

Distribute worksheet (Student Activity Sheet E-2) and compare student lists.

SUGGESTED EVALUATION ACTIVITIES

Give an oral quiz based on the information gathered by students.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Employability and Work Adjustment and World of Work

RESOURCE

John Chatman, Ohio Department of Education, Division of Educational Services, Guidance and Testing Section, Columbus, Ohio.

SEEKING EMPLOYMENT

JOB SEARCH WORKSHEET

A list of job opening resources might include some of the following:

1. Civil service agencies
2. Chambers of Commerce
3. Community action or service agencies
4. Direct contacts with businesses and industries
5. Friends
6. Joint apprenticeship committees
7. Labor unions
8. Newspaper want ads
9. Private employment agencies
10. School staff members
11. Local state employment agency
12. Telephone directories

Select two of the above resources for investigation. Research the types of information that can be obtained about available jobs from each resource. Important information might include:

1. Benefits
2. Hiring requirements
3. Job openings
4. Local employment trends
5. Number employed in the field
6. Opportunities for advancement
7. Earnings
8. Type of work involved
9. Unemployment trends
10. Working conditions

THE LETTER OF APPLICATION FOR A JOB

OBJECTIVE

Students will learn how to write a letter of application.

PROCEDURE

Distribute and discuss the guidelines for writing a letter of application and sample letter of application (Student Activity Sheet E-3).

Have students select one advertisement from the help wanted section of a newspaper and write a letter of application for the job opening.

File in "Profile Me" folder.

Extra Materials: Recent classified advertisement from local newspapers.

SUGGESTED EVALUATION ACTIVITIES

Review students' letters for clarity, spelling, grammar and overall organization.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Employability and Work Adjustment

RESOURCE

Marie Pavlicko, Mahoning County Joint Vocational School, Canfield, Ohio.

SEEKING EMPLOYMENT

"HOW TO WRITE A LETTER OF APPLICATION"

These are some suggestions which will help you write a letter of application that will get attention:

1. Write a first copy so that you can develop what you should say and the way you should say it.

2. In your first sentence, establish a point of contact. This should tell where or from whom you learned about the job. You might say, "At the suggestion of Mr. Benson (a mutual friend), I am writing regarding the job as messenger in your office." If you are writing in answer to a newspaper advertisement, you might begin, "Your advertisement in today's *Times* for a typist-clerk describes the work which I think I do best."

3. In the second sentence state that you are applying for the job. You might say, "Please consider me an applicant for this position," or "I should like to be considered an applicant for this job."

4. If you have little to say about how your education and experience qualify you for the job, this can all go in the second paragraph. If you have no experience, don't mention it at all - just tell how your education (classes in typing, bookkeeping, auto shop, etc.) will help you in this job. If you have more to say about both your education and experience, separate paragraphs should be used for each.

5. If you include references in your letter, these should appear in the next paragraph. Be sure you get permission from those you wish to name as references.

6. In your last paragraph, ask for a personal interview at the employer's convenience and tell how you may be reached by phone.

Some businesses receive dozens of application letters for each job. If they have advertised in the newspaper, they may receive hundreds of letters. Interviews are usually given only to those whose letters show that they are qualified for the job and whose letters themselves are neat and well-written, with all words spelled correctly. This means that if you are very careful about how you write your letter, you will have a big advantage. After you have written one really good letter, you can make it the basis for letters of application for other jobs. Of course, you would have to change the first paragraph about what job you are applying for and where you learned about it. However, the paragraphs on your education and experience, references and request for an interview would change very little.

E3 SEEKING EMPLOYMENT

SAMPLE LETTER OF APPLICATION

714 Channel Drive
Sylvania, Ohio 43560
May 10, 1982

Ms. Linda Dougherty
Personnel Director
Electrophysics Incorporated
8462 Main Street
Toledo, Ohio 43550

Dear Ms. Dougherty:

Mr. Charles Winfield, the Work Experience Counselor at Sylvania Northview High School, suggested that I contact you about the typist clerk job in your firm. Please consider me an applicant for this position.

On June 12, I shall graduate from Sylvania Northview High School where I have majored in business education. My courses have included two years of typing, two years of shorthand and transcription, business machines and office practice. My typing speed is 65 words per minute, and I take shorthand at 100 words per minute.

During my senior year in high school I participated in work experience education. My job assignment was in the accounting office of Radford Oil Company where I made use of and improved the skills I learned in school. I plan to go to night school this coming year.

I would appreciate your considering my qualifications for this clerical position with your company. I can be reached at home at 769-1401.

Sincerely,

Theresa Kerbler

IMPLEMENTING A CAREER DAY

OBJECTIVE

Students will gather information about careers of interest to them from people working in those careers.

PROCEDURE

The following steps which can be used for career day planning are expanded on Student Activity Sheet F-1.

Step 1. Administer a student career day survey.

Step 2. Allow students to sign up for areas of interest.

Step 3. Determine number of students in each session.

Step 4. Give students information about the career day.

Step 5. Give teachers information about the career day.

Step 6. Give speackers directions and information about the career day.

Step 7. Encourage school involvement.

Step 8. Send reminder letters to speakers.

Step 9. Send thank you letters to speakers.

SUGGESTED EVALUATION ACTIVITIES

Survey students and educational personnel to determine effectiveness of the program.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Self, World of Work, Decision Making, Economics, Individual and the Environment, Education and Training and Employability and Work Adjustment

RESOURCE

Marie Pavlicko, Jan Allegretto, Lynn Bell, Mahoning County Joint Vocational School, Canfield, Ohio.

CAREER DAY PLANNING PACKET

INTRODUCTION

The Career Day Planning Packet is designed to aid the teacher/counselor in coordinating a Career Day Program in your school.

The program information is geared for a two-hour program divided into three sessions. Each student will attend all three sessions according to his/her career selections. Program speakers have been scheduled into sessions according to student interest in career areas. Some speakers may be scheduled for all three sessions, some for only two and some for one. This will have to be adapted according to your particular school survey results.

PLANNING PROCEDURES

STEP ONE

Initially, the *Student Survey of Career Interest Areas* (Sample Form A) should be distributed to each student participating in Career Day. Surveys should then be collected and tallied. This enables the program coordinator to use the tally results to contact speakers in the interest areas students most want to know about. Speakers should be contacted by telephone. It is important to give the speakers ample notice of your program, so they may include it in their schedule. After the initial phone contact is made, the coordinator should mail each speaker the *Speaker Information Letter* (Sample Form B).

Included with the *Speaker Information Letter* should be:

- *The Speaker Personal Data Sheet* (Sample Form C) along with a self-addressed stamped envelope. This completed data sheet will serve as introductory information for each speaker.
- Directions to your school building. Providing a map of the school building is an added suggestion.

STEP TWO

Distribute the finalized *Career Day Speaker Selection Form* (Sample Form D) to all students. After these have been completed, collect them, making certain you have a form for every student participating in the program.

STEP THREE

Using the *Career Day Speaker Selection Form* data, the *Student Roster Form* (Sample Form E) should now be completed. If you do not wish to use this as an attendance form, it is suggested as a means of keeping track of the seating arrangement in each session. This is very helpful if you have limited seating in your classrooms.

STEP FOUR

Student Directions and Information should include the following items:

A. Student Directions
B. Career Day Time Schedule
C. Career Day Room Schedule
D. Career Day Program
E. *Student Individualized Schedule Form* (Sample Form F)

Supplemental materials are also distributed to each student. At the discretion of the program coordinator, they may be added to the planning packet. The packet could include the *Beginner's Guide to Work*, a pamphlet obtained through the Ohio Bureau of Employment Services.

It is necessary to note that this step is very time consuming, as each student is hand scheduled into the various sessions. A time saving measure would be to do the *Student Roster Form* in conjunction with the *Student Individualized Schedule Form*. In other words, place a student's name on the roster list for Session One, Session Two, and Session Three, then write those selections on his/her individualized schedule form.

STEP FIVE

The Teacher's Direction Packet consists of the following items:

A. Teacher's Room and Assignment Schedule
B. Student Attendance Roster
C. Speaker Personal Data Sheets (Teachers utilize these data sheets to introduce speakers in each session they are monitoring.)
D. Teacher Directions for Career Day

A simple procedure to keep all information together would be to use a large manila envelope, and take the *Teacher Directions for Career Day* on the front. All other information can be placed inside the envelope. Also, include a Career Day Program and teacher name tag in the envelope.

STEP SIX

The Speaker Directions Packet consists of the following items:

A. Speaker's Individual Time Schedule
B. Speaker's Room Schedule
C. Speaker's Directions

The same procedure used above can also be used for the speaker's packet. A Career Day Program and name tag should also be included in the packet.

STEP SEVEN

(Optional)

Student and teacher involvement can also be included in your Career Day Program. Home

economics classes may be asked to prepare coffee and cookies for the speakers. Art classes may be asked to draw posters of all the different career areas being represented at the program. Career Day welcome posters may also be drawn and posted throughout the school building welcoming the speakers to your school.

STEP EIGHT

Send the *Speaker Reminder Letter* (Sample Form G) to each of your speakers two weeks prior to the program. It is recommended that speakers report to the main office to receive their materials. Student guides may be used to show the speakers to their designated speaking areas.

STEP NINE

Send a *Speaker Thank You Letter* (Sample Form H) to each person participating in your program. A variation may be to have the students who participated in the program write the letters.

Hopefully, the nine steps above will aid you in having a successful Career Day Program!

STUDENT SURVEY OF CAREER INTEREST AREAS

SAMPLE FORM A

We are planning a Career Day Program for our school. We are interested in knowing which careers you would like to hear about. Please place a number one (1) by your first choice, a number two (2) by your second choice, and a number three (3) by your third choice.

NAME _____ HOMEROOM _____

GRADE _____

___ Advertising Agent
___ Agriculture Specialist
___ Airplane Pilot
___ Attorney
___ Auto Mechanic
___ Diesel Engine Technician
___ Banker
___ Big Business Manager/ Owner
___ Child Care Specialist
___ Civil Engineer
___ College and Athletics Representative
___ Dentist
___ Disc Jockey
___ Medical Doctor
___ Electrical Engineer
___ Electronics Technician
___ Emergency Medical Technician
___ Farmer
___ Firefighter
___ Food Service Worker
___ Hair Stylist
___ Machinist
___ Military
___ Minister
___ Occupational Therapist
___ Office Worker
___ Pharmacist
___ Photographer
___ Police Officer
___ Psychologist
___ Public Relations Specialist
___ School Psychologist
___ Small Business Manager/ Owner
___ Teacher
___ Truck Driver
___ Veterinarian
___ Other _____

F1 DIRECT INFORMATION

SPEAKER INFORMATION LETTER

SAMPLE FORM B

Dear _____:

Thank you for accepting the invitation to speak at the _____ School Career Day Program.

We would like to suggest the following outline to you:

- Title and description of your occupation
- Responsibility of your job
- When and how you became interested in your occupation
- Skills needed to perform your occupation
- Average salary and where there is a need for your occupation
- Education needed to enter your occupation
- Question and answer period

We really appreciate you giving your time for this program, which we are sure will be very beneficial for our students.

The program is scheduled for _____ from _____ p.m. to _____ p.m. for three sessions at the _____ School Building.

Enclosed you will find directions. You will also find a personal data sheet which we would like you to complete as soon as possible and return in the self-addressed stamped envelope.

If you are planning on using audio-visual equipment, please call the school in advance so that we may have the equipment in your designated speaking area on the day of the program. If you have any further questions, please feel free to call _____.

Thank you very much for your time and interest in today's youth.

Sincerely,

SPEAKER PERSONAL DATA SHEET

SAMPLE FORM C

We would appreciate some brief personal highlights of your career in order to introduce you to our students.

Please fill out this form and return it to us in the enclosed envelope as soon as possible. Thank you.

Full Name

Occupation

Years in this profession

College or Training Received

Other Jobs Held

Awards, Clubs or Organizational Activities

Any other interesting highlights

F1 **DIRECT INFORMATION**

CAREER DAY
SPEAKER SELECTION FORM

SAMPLE FORM D

We are scheduling students for Career Day. We would like to schedule students for the speaker they would like to hear. However, due to limited seating, students may have to choose alternate speakers. Please place a number one (1) by your first choice, a number two (2) by your second choice, and a number three (3) by your third choice. We will try to give you all three choices, but since that might not be possible, please place a 4, 5, and 6 by your next three choices.

NAME _____ HOMEROOM _____

GRADE _____

___ Advertising Agent
___ Agriculture Specialist
___ Airplane Pilot
___ Attorney
___ Auto Mechanic
___ Auto Body Repairer
___ Diesel Engine Technician
___ Banker
___ Big Business Manager/ Owner
___ Child Care Specialist
___ College and Athletics Representative
___ Dentist
___ Disc Jockey
___ Medical Doctor
___ Electronics Technician
___ Emergency Medical Technician
___ Farmer
___ Firefighter
___ Food Service Worker
___ Hair Stylist
___ Librarian
___ Machinist
___ Pharmacist
___ Photographer
___ Police Officer
___ Public Relations Specialist
___ School Psychologist
___ Small Business Manager/ Owner
___ Teacher

Military Personnel

___ Army
___ Navy
___ Air Force
___ Marines

DIRECT INFORMATION

STUDENT ROSTER FORM

SAMPLE FORM E

NAME OF OCCUPATION _____ SESSION _____

TEACHER _____ ROOM NUMBER ____ SEATING CAPACITY _____

1.

2.

3.

4.

5.

6.

STUDENT INDIVIDUALIZED SCHEDULE FORM

SAMPLE FORM F

STUDENT _____ GRADE _____ HOMEROOM _____

1:00-1:37	SESSION ONE _____	ROOM _____
1:40-2:07	SESSION TWO _____	ROOM _____
2:10-2:50	SESSION THREE _____	ROOM _____

SPEAKER REMINDER LETTER

SAMPLE FORM G

Dear _____:

Just a reminder of your speaking engagement at _____ School on _____.

The morning/afternoon has been divided into three sessions. You will be speaking at the sessions checked below.

Session One _____ Session Two _____ Session Three _____

Session One will be from _____ to _____

Session Two will be from _____ to _____

Session Three will be from _____ to _____

When you arrive at the _____ building, please report to the main office. Refreshments will be provided in Room _____ for all speakers.

Once again, thank you for your participation in our program. It is greatly appreciated.

Sincerely,

SPEAKER THANK YOU LETTER

SAMPLE FORM H

Dear _____:

Thank you so very much for participating in our Career Day Program.

I am sure the students found your presentation to be very informative and beneficial. The insights you provided will stimulate many of them to think about career plans.

It is quite an asset to have such concerned adults in our business community who are willing to share their expertise with our students.

I am looking forward to working with you in the future.

Once again, thank you. Your efforts were greatly appreciated by our students, faculty and myself.

Sincerely,

Teacher/Counselor

JOB SHADOWING EXPERIENCE

OBJECTIVE

Students will have a first hand experience by observing selected workers on their jobs.

PROCEDURE

Request administrators to explain the job-shadowing program to students.

Identify employers who will agree to allow students to spend a day on the job with an employee.

Secure parental permission for students to spend a day in their field of interest.

Have students construct a list of questions to be asked of workers.

Notify school officials, parents and teachers concerning whereabouts of students in advance of the job-shadowing activities.

Plan for and arrange transportation for students who need it.

SUGGESTED EVALUATION ACTIVITIES

Have students tell the class about their experiences during the job-shadowing day. Encourage students to share both positive and negative reactions to their experiences.

Have students write down their reactions to this activity for inclusion in the "Profile Me" folder.

NOTES

CAREER DEVELOPMENTAL AREA(S)

World of Work

RESOURCE

J. Patrick Ross, Worthington City Schools, Worthington, Ohio.

RESUME INFORMATION SHEET

OBJECTIVE

Students will gather employment information about themselves.

PROCEDURE

Distribute and discuss the resume information sheet and sample resume (Student Activity Sheet G-1).

Have the students gather the information requested on the resume information sheet.

Collect and examine rough drafts of resumes for errors. Distribute rough drafts and have students make corrections. Coordinate with business classes to type finished copies.

File finished copy of resume in "Profile Me" folder.

NOTE: Some students may not have a social security card. The teacher or counselor may want to give them the necessary application information and encourage them to apply for a social security card. Make application at the nearest Social Security Administration office.

SUGGESTED EVALUATION ACTIVITIES

Provide students with written and oral feedback on the individual resumes.

Resumes should be reviewed by the coordinator.

Observe students who are having difficulty and offer assistance.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Self, World of Work and Employability and Work Adjustment

RESOURCE

Ohio's Group Guidance Curriculum, Kindergarten-Adult. Ohio Department of Education, Columbus, Ohio, 1977.

G1 THE RESUME

RESUME INFORMATION SHEET

Honesty is important when filling out the resume. It is also important to be brief and to the point. Key points to remember include:

1. Make the resume legible.
2. Give the employer a broad picture of interests and capabilities.
3. Include details where necessary.

Use these guidelines in reporting your experiences on a resume.

1. Include all work experiences whether or not you were paid.
2. Include experiences that you have had in school, in the community, in your hobbies and in volunteer activities.
3. Explain the actual activities that you had to perform in doing your job.
4. Use *active* verbs, not passive (operated forklift *not* forklift was operated)

In listing references, don't be hesitant to ask teachers for permission to use their names. Many employers rely heavily on recommendations given to them by teachers. Also use any people for whom you may have worked. A general rule is to select people you and your family have known for a number of years. Since you may not have had many job experiences, the friends and acquaintances will be able to speak about your personality, conduct and industriousness.

When you have completed your resume, ask yourself the following questions:

1. Is this resume neat and completely accurate?
2. Does the resume effectively present my real self to the employer?
3. Am I satisfied with the brief history of my life portrayed in the resume?
4. Would an employer really understand me and my capabilities from what I have written?
5. Does it contain negative information?
6. Could the resume be shortened without loss?
7. Overall, does this resume show how the employer would benefit by hiring me?
8. As an employer, would you invite me to an interview (based on this resume)?
9. If I were the employer, based on this resume, would I invite me to an interview?

THE RESUME

SAMPLE RESUME

WILLIAM FREDERICK STEVENSON

1921 Offnere Street | Portsmouth, Ohio 45662 | (614) 353-7812

Education

Vocational Certificate Major: Data Processing	Scioto County JVS	June 1983
High School Diploma Continuing Education	Portsmouth High School Shawnee State College	June 1983

Experience	**Responsibilities**
Entry Data Technician Flahan Bookkeeping 1312 Gallia Street Portsmouth, Ohio 45662 August 1981-Present	Typed data cards for programming, used CRT, 10 key calculator, word processor and other office machines; examined hard copies for errors.
Grass Mower Self-Employed 1977-1981	Scheduled and mowed grass on a regular basis.
Babysitter Self-Employed 1976-1979	Directed activities of children in different residences; coordinated and planned activities for children.

Honors

1981-82	Attendance Award
1981-82	National Honor Society
1982	President, Scioto County Chapter, VICA

Activities

Varsity Football	3 years
Varsity Track	3 years
Choir	2 years
VICA	2 years
Student Senate	2 years

References

Mr. Joe Holbrook
Guidance Director
Scioto County JVS
Box 766
Lucasville, Ohio 45648

Dr. Jerry Patrick, D.D.S.
Dentist and Personal Friend
Banc One Building
Portsmouth, Ohio 45662

Mrs. Darlene Lasson
Data Processing Teacher
Scioto County JVS
Box 766
Lucasville, Ohio 45648

Reverend Paul Carson
Pastor
St. Mary Church
515 Fifth Street
Portsmouth, Ohio 45662

H1 THE APPLICATION FORM

GUIDELINES FOR COMPLETING AN APPLICATION

OBJECTIVE

Students will learn the basic principles of completing an application.

PROCEDURE

Collect and distribute various application forms to the students.

Compare and contrast with the students the various kinds of information requested on the applications.

Discuss the use of appropriate abbreviations.

Elem.-Elementary	St.-Street
Sch.-School	Math-Mathematics
Jr.-Junior	Eng.-English
H.S.-High School	Col.-College
Univ.-University	N/A-Not Applicable

Discuss the application tip sheet (Student Activity Sheet H-1).

SUGGESTED EVALUATION ACTIVITIES

Observe student participation in the activity and class discussion.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Self, Employability and Work Adjustment and World of Work

RESOURCE

Judy Cavanaugh, Delaware County Joint Vocational School, Delaware, Ohio

THE APPLICATION FORM

APPLICATION TIP SHEET

Here are some tips on filling out a job application form.

1. Print clearly in black ink or type the application form.
2. Neatness is important.
3. Be honest.
4. Specify the type of work you want.
5. A good answer to questions about the salary you expect is "prevailing wage." It's to your advantage to delay salary talk until the interview.
6. When are you available for work? Beginners should say "immediately." Employed workers should reply "on two weeks' notice." Unemployed workers should say "to be arranged at interview" because "immediately" signals that you are out of a job.
7. Reasons for leaving previous jobs can emphasize the positive. Never write "fired." That's a signal of trouble to an employer. "School," "sought broader experience," or "opportunity for advancement" are acceptable answers.
8. Make it easy for an employer to contact you. If you do not have a phone, arrange to use a friend's phone number.
9. Complete all spaces. If an item doesn't apply to you, (example: draft status) either draw a line or mark in N/A (not applicable). This shows that you aren't just ignoring the question.
10. Check your application for errors in spelling and punctuation.
11. You can attach a resume to an application. It's usually easier for the employer to read a resume than an application form.
12. If possible, take the application form with you to complete at home.
13. Make a copy of the application form for practice before you fill out the original.

THE APPLICATION FORM

FILLING OUT A JOB APPLICATION

OBJECTIVE

Students will have an opportunity to complete a job application in a real life situation.

PROCEDURE

Distribute copies of the sample application form (Student Activity Sheet H-2).

Have students without help or notes, complete the job application.

When students are finished, have them exchange and discuss the applications in groups of two or three.

NOTE: Remind students that application forms vary from company to company.

File application form in the "Profile Me" folder.

SUGGESTED EVALUATION ACTIVITIES

During the discussion, observe comments that are being made.

Provide time toward the end of the period for general comments or questions about completing job applications.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Employability and Work Adjustment and World of Work

RESOURCE

J. Patrick Ross, Worthington City Schools, Worthington, Ohio.

THE APPLICATION FORM

SAMPLE JOB APPLICATION FORM

Position Applying For _____ When Available _____

Expected Salary _____

Name _____ Social Security Number _____

Address (Street) (City) (State) (Zip) Phone (Area Code and Number)

Who should be notified in case of emergency (Give Name, Phone and Relationship)

Do You Have A Valid Driver's License? ☐ Yes ☐ No

EDUCATION

Name of School	Year Graduated	Course Taken or Degree	Scholastic Average
High School			
Trade or Business School			
College			

Extracurricular Activities

EXPERIENCE Give present or last position first. If additional space is needed, attach separate sheet.

Company Address

Type of Business/Industry Employed (Month & Year) From To

Position(s) Held Supervisor's Name

Describe Your Duties

Why Did You Leave?

Days Lost From Work Due To Illness ____ Injury ____ Other ____

Company Address

Type of Business/Industry Employed (Month & Year) From To

Position(s) Held Supervisor's Name

Describe Your Duties

Why Did You Leave?

Days Lost From Work Due To Illness ____ Injury ____ Other ____

PERSONAL REFERENCES (Name three persons who have known you at least two years, not former employers or relatives.)

Name Address Phone

I1 PREPARING FOR THE INTERVIEW

BEFORE, DURING AND AFTER

OBJECTIVE

Students will become aware of the interview process.

PROCEDURE

Have an open discussion with the class. Ask them to identify some factors that should be considered before, during and after an interview.

Distribute Student Activity Sheet I-1 and have students compare their findings to the lists on the sheets.

File in the "Profile Me" folder.

SUGGESTED EVALUATION ACTIVITIES

Conduct an oral quiz asking students to list things that should be done before, during and after the interview.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Self, Employability and Work Adjustment and World of Work

RESOURCE

J. Patrick Ross, Worthington City Schools, Worthington, Ohio.

PREPARING FOR THE INTERVIEW

POINTS TO CONSIDER BEFORE, DURING AND AFTER THE INTERVIEW

BEFORE

Consider your:

- Personal appearance (hair, clothes, etc.)
- Positive attitude
- Self-confidence
- Knowledge of the company
- Completed resume
- Time you need to leave in order to arrive early
- Supplies (paper, pencil or pen)

DURING

- Use a firm handshake.
- Remember the interviewer's name.
- Ask questions.
- State your goals.
- Think and organize your thoughts before you speak.
- Look at the interviewer.
- Sit straight.
- Don't chew gum or smoke.
- Tell the truth.
- Be positive about previous employers.
- Be yourself.
- Relax and be observant.

AFTER

Write notes for yourself of good and bad feelings about the interview.

Write a post-interview letter.

- Thank interviewer.
- Explain why you are good for the job.
- Tell where you can be contacted.
- Make it neat and professional.

Check back

- Call or stop in once a week for four weeks.
- After that call at six month and one year intervals.

I2 PREPARING FOR THE INTERVIEW

MOCK JOB INTERVIEW

OBJECTIVE

Students will have opportunities to role play job interviewing skills.

PROCEDURE

Have students write down five questions that an employer might ask in an interview. For example:

How do you feel about overtime?
What was your attendance record in high school?
What kind of outside activities are you involved in which would make you want this job?
What were your grades in high school?

Have students interview each other (in pairs).

Discuss different feelings of being interviewed and being the interviewer.

Invite local personnel officer or employers to conduct mock interviews with students.

Utilize videotape equipment to record mock interviews.

This activity may be repeated.

SUGGESTED EVALUATION ACTIVITIES

Observe individual interviews.

Observe class discussion.

Review, discuss and evaluate mock interview videotapes as a class.

NOTES

CAREER DEVELOPMENTAL AREA(S)

World of Work and Employability and Work Adjustment

RESOURCE

J. Patrick Ross, Worthington City Schools, Worthington, Ohio.

POST-INTERVIEW LETTER

OBJECTIVE

Students will become aware of the importance of a post-interview letter, and learn how to write an acceptable one.

PROCEDURE

Discuss the need for a post-interview letter.

Distribute the sample letter (Student Activity Sheet I-3).

Have students write letters to thank the interviewers for their time spent during the interview in activity I-2 (if activity was not used, the letter may be addressed to a fictitious name).

File in "Profile Me" folder.

SUGGESTED EVALUATION ACTIVITIES

Evaluate the letters for accuracy, completeness and appropriateness.

NOTES

CAREER DEVELOPMENTAL AREA(S)

World of Work and Employability and Work Adjustment

RESOURCE

Judy Cavanaugh, Delaware County Joint Vocational School, Delaware, Ohio.

I3 PREPARING FOR THE INTERVIEW

SAMPLE POST-INTERVIEW LETTER

113 North High Street
Delaware, Ohio 43015
September 1, 1983

Mrs. Linda Chambers
Personnel Director
Mavis and Snow, Inc.
4435 West Dover Street
Columbus, Ohio 44655

Dear Mrs. Chambers:

Thank you very much for providing me with the opportunity to interview for the sales position yesterday.

I enjoyed discussing the position with you and Mr. Ramsey. The friendliness you showed assured me that the Mavis and Snow company is a place where I would like to work. I am very interested in the job and look forward to hearing from you.

I can be reached at the address above or by phone at (614) 369-1212. Your interest is greatly appreciated.

Sincerely,

Julia Simon

LOOKING FOR A PART-TIME JOB

J1

I CAN'T WORK FULL-TIME

OBJECTIVE

Students will secure information about part-time jobs.

PROCEDURE

Have students discuss the difference between part-time and full-time employment (e.g., pay, benefits, hours and skills).

Invite a person who works part-time to meet with students and discuss the meaning of part-time work.

In small groups, discuss possible resources for part-time jobs.

Have students talk to people who work at part-time jobs.

Have students make a list of questions to ask. The list might include:

- What things did they need to consider before they took the job (transportation, grades in school)?
- What documents did they need before they got the job (work permit, references, social security, birth certificate)?
- How did they get a part-time job?
- Why do they have a part-time job?
- What do they think about part-time work?

Have students report their findings to the class.

SUGGESTED EVALUATION ACTIVITIES

Observe discussion.

Observe findings.

NOTES

CAREER DEVELOPMENTAL AREA(S)

World of Work

RESOURCE

J. Patrick Ross, Worthington City Schools, Worthington, Ohio.

K1

KEEPING YOUR JOB

GUIDELINES AND DUTIES FOR SURVIVAL ON THE JOB

OBJECTIVE

Students will recognize basic rules (written and unwritten) that are important in keeping a job.

PROCEDURE

Identify, during class discussion, basic unwritten rules that are common to most jobs. Some examples are punctuality, honesty, cooperation, etc.

Assign the task of researching one or more written job duties to each student and discuss findings.

Have each student interview two workers to determine written and unwritten rules of their jobs and report these to the class.

SUGGESTED EVALUATION ACTIVITIES

Observe student participation in this activity and class discussion.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Self and World of Work

RESOURCE

Daniel Ross, Superintendent, Patrick Henry Local Schools, Hamler, Ohio.

KEEPING YOUR JOB

GETTING ALONG WITH PEOPLE

OBJECTIVE

Students will become aware of human relations skills in the area of employability and work adjustment.

PROCEDURE

Make a list of available audio-visual materials related to human relations and employability and work adjustment skills and use those which are appropriate.

Invite a local employer to discuss employability and work adjustment skills.

Discussion may include the following:

- Comparison of human relations skills needed at work and at school.
- Need for cooperation on the job.
- Methods of avoiding conflict.

SUGGESTED EVALUATION ACTIVITIES

Observe changes in student attitude.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Employability and Work Adjustment and Individual and the Environment

RESOURCE

Daniel Ross, Superientendent, Patrick Henry Local Schools, Hamler, Ohio.

K3 KEEPING YOUR JOB

SAFETY ON THE JOB

OBJECTIVE

Students will learn to appreciate the need for safety on the job.

PROCEDURE

Have students list ten different occupations on the chalkboard.

Have students list various safety hazards that they think might be encountered on each of the jobs.

Divide into ten groups (if possible), and assign each group to research one of the occupations, its safety hazards and precautions which should be taken.

Have students report their findings to the class.

Allow the class to discuss the findings.

Have students collect news articles related to accidents on the job and bring them to class for display on a bulletin board.

SUGGESTED EVALUATION ACTIVITIES

Observe student reports and discussions.

NOTES

CAREER DEVELOPMENTAL AREA(S)

World of Work

RESOURCE

Linda Nusbaum, Ohio Department of Education, Office of Research and Communications, Columbus, Ohio.

ABSENTEEISM AND KEEPING A JOB

OBJECTIVE

Students will learn about the importance of regular attendance and the consequences of irregular attendance on the job.

PROCEDURE

Read and discuss the case below.

> Recently Mary Sherman, a senior at Bedford High School, applied for a secretarial job at the Toledo Corporation Bank. After an impressive interview, Mr. Brown, the personnel manager at the bank, called to check Mary's school performance.
>
> Upon calling the guidance counselor, Mr. Brown found that Mary's attendance pattern was questionable. While she had not missed many days in a row, absences were scattered — a Monday, a Wednesday and maybe the next Monday. Although she was never ill, she came to school when she wanted to.
>
> Mary was not hired for the job. Mr. Brown could see that she did not think that getting to school each day was a very important responsibility. He was sure she would feel that same way about work.

Discuss attendance patterns of production line jobs or office job-flow systems from an employer's point of view. Here is an example:

> "I have 25 workers (students) in my work unit. I had ten absent Friday, two absent Monday and five absent Tuesday. I have a business to run. How can I cope with this and continue to meet the work unit commitments?"

SUGGESTED EVALUATION ACTIVITIES

Observe students' attendance patterns and note changes.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Self, World of Work, Employability and Work Adjustment and Economics

RESOURCE

Carol Whitney, Ohio Department of Education, Division of Vocational Education, Sex Equity Section, Columbus, Ohio.

WHAT CAN YOU OFFER AN EMPLOYER?

OBJECTIVE

Students will understand temperament as it relates to work.

PROCEDURE

Invite personnel manager or industrial psychologist to discuss with students the relationship between temperament and work. The following activity may help students understand temperament as it relates to work situations. The class will, through discussion, draw composite pictures of workers.

Temperaments a person would have working in situations involving:

- a variety of duties often characterized by frequent change.
- repetitive or short cycle operations carried out according to set procedures or sequences.
- doing things only under specific instruction, allowing little or no room for independent action or judgement in working out job problems.
- the direction, control and planning of an entire activity or the activities of others.
- the necessity of dealing with people in actual job duties beyond giving and receiving instructions.
- working alone and apart in physical isolation from others, although the activity may be integrated with that of others.
- influencing people in their opinions, attitudes or judgments about ideas or things.
- performing adequately under stress when confronted with the critical or unexpected or when taking risks.
- the evaluation (arriving at generalizations, judgments or decisions) of information against sensory or judgmental criteria.
- the evaluation (arriving at generalizations, judgments or decisions) of information against measurable or verifiable criteria.
- the interpretation of feelings, ideas or facts in terms of personal viewpoint.
- the precise attainment of set limits, tolerances or standards.

SUGGESTED EVALUATION ACTIVITIES

Students will draw their profiles following the class discussion of the typical worker in the various situations.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Self, World of Work and Employability and Work Adjustment

RESOURCE

Ohio's Group Guidance Curriculum, Kindergarten-Adult, Ohio Department of Education, Columbus, Ohio, 1977.

WORK EVALUATION

OBJECTIVE

Students will be made aware of work evaluation and its importance.

PROCEDURE

Distribute Student Activity Sheet K-6.

Proceed through the categories, section by section, to indicate the importance of each item to job performance.

Discuss the feelings which people may have when their work is evaluated.

Discuss the range of feelings people may have from anxiety to elation and relief.

Draw comparisons between grades on school tests and work evaluation ratings.

SUGGESTED EVALUATION ACTIVITIES

Observe the freedom with which students share their feelings about work evaluations and their anticipation of them when they are on a job or at school.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Self and World of Work

RESOURCE

Daniel Ross, Superintendent, Patrick Henry Local Schools, Hamler, Ohio.

K6 KEEPING YOUR JOB

WORK EVALUATION

NAME _____ DATE _____

SUPERVISOR _____

Complete the following evaluation by making one check in each relevant category. Each employee should be evaluated on the basis of how he/she performs in the job setting.

	Unacceptable	Needs Improvement	Adequate	Excellent
RELIABILITY				
1. Arrives at work on time	☐	☐	☐	☐
2. At task at starting time	☐	☐	☐	☐
3. Completes work assigned	☐	☐	☐	☐
4. Works steadily	☐	☐	☐	☐
5. Works all assigned hours	☐	☐	☐	☐
JOB PERFORMANCE				
1. Understands work assigned	☐	☐	☐	☐
2. Accepts work assignments willingly	☐	☐	☐	☐
3. Cooperates with work supervisor	☐	☐	☐	☐
4. Shows high degree of skill in job performance	☐	☐	☐	☐
5. Seeks to learn new skills when possible	☐	☐	☐	☐
6. Develops new jobs and seeks additional jobs when possible	☐	☐	☐	☐
7. Handles equipment with safety and responsibility	☐	☐	☐	☐
WORK WITH OTHERS				
1. Works well with others	☐	☐	☐	☐
2. Accepts advice and supervision	☐	☐	☐	☐
PERSONAL HYGIENE/APPEARANCE				
1. Dresses appropriately for the job	☐	☐	☐	☐
2. Demonstrates appropriate standards of cleanliness	☐	☐	☐	☐

What did you consider the person's most desirable qualities? _____

_____

In what areas are improvements needed? _____

COMMENTS _____

_____

_____

Date _____ Supervisor's Signature _____

Conference Date _____ Employee's Signature _____

I GOT FIRED

OBJECTIVE

Students will become acquainted with various reasons for which people are fired from a job.

PROCEDURE

Distribute Student Activity Sheet L-1

Discuss each statement of the activity sheet.

Have students assume the position of the supervisor and tell how they might deal with an employee who displays one of the faults outlined in the activity sheet.

Allow students a chance to come up with additional reasons for dismissal.

SUGGESTED EVALUATION ACTIVITIES

Observe participation of students.

NOTES

CAREER DEVELOPMENTAL AREA(S)

World of Work and Employability and Work Adjustment

RESOURCE

Carol Whitney, Ohio Department of Education, Division of Vocational Education, Sex Equity Section, Columbus, Ohio.

L1 TERMINATION

WHY PEOPLE GET FIRED FROM THE JOB

Below is a list of reasons why people get fired. If you have ever been fired, chances are you can find the reason in this list.

1. Can't take criticism or can't be told when you have done something incorrectly without getting mad.
2. Feel you are too good to do the job assigned to you.
3. Ask unnecessary questions.
4. Make excuses or alibis when you make mistakes rather than admitting them.
5. Put the blame for your mistakes on someone else.
6. Use company time for personal business.
7. Loaf on the job.
8. Sleep on the job.
9. Try to cover up your mistakes.
10. Are a clock watcher.
11. Are a fault finder and complainer.
12. Make disparaging comments about the company you work for.
13. Try to tell everybody how to run the company.
14. Go over your immediate boss's head.
15. Get mad whenever you are told to do something.
16. Argue with your employer.
17. Are late for work too often.
18. Miss too many days of work.
19. Waste time with other workers on company time.
20. Keep other workers from doing their jobs.
21. Steal from your employer.
22. Refuse to do what is asked of you by your employer.
23. Hide when there is some unpleasant work that has to be done.
24. Come to work too tired to do your job.
25. Complain about how little you are paid.

TERMINATION

L2

THE LETTER OF RESIGNATION

OBJECTIVE

Students will learn proper steps to take in resigning from a job.

PROCEDURE

Have students list various ways they can properly resign from a job.

Distribute the Student Activity Sheet L-2.

Discuss different parts of the letter.

Discuss acceptable wording for a letter of resignation.

Discussion topics: How much advance notice should be given to an employer before you quit?

Whom should you notify?

File in the "Profile Me" folder.

SUGGESTED EVALUATION ACTIVITIES

Observe student reactions to letter writing.

Review student letters.

NOTES

CAREER DEVELOPMENTAL AREA(S)

World of Work and Employability and Work Adjustment

RESOURCE

J. Patrick Ross, Worthington City Schools, Worthington, Ohio.

L2 **TERMINATION**

SAMPLE RESIGNATION LETTER

1617 Delaware Avenue
Philo, Ohio 45632
May 15, 1981

Mr. Joe Tig
Joe's Welding Shop
2174 Arc Drive
Acetylene, Ohio 46701

Dear Mr. Tig:

It has been very nice working for you at Joe's Welding Shop, but I have been offered another job in Columbus that will give me experience managing the night shift. Therefore, I am resigning as of June 8, 1981.

I will miss everyone at Joe's. Thank you for everything.

Sincerely,

Mike Smart

ROLE PLAY - "I QUIT"

OBJECTIVE

Students will learn how to quit a job properly.

PROCEDURE

Have volunteers act out the parts of boss and worker.

Have them stage an improper termination and then a proper one.

Have other students observe verbal and nonverbal cues.

Repeat as many times as necessary using other class members.

Discuss the need for graciousness. Remind students they may need a reference from their former boss at a later time.

SUGGESTED EVALUATION ACTIVITIES

Observe participation of class.

NOTES

CAREER DEVELOPMENTAL AREA(S)

World of Work and Employability and Work Adjustment

RESOURCE

J. Patrick Ross, Worthington City Schools, Worthington, Ohio.

M1 PERSONAL FINANCES

UNDERSTANDING YOUR PAYCHECK

OBJECTIVE

Students will understand payroll deductions.

PROCEDURE

Discuss with students the significance of payroll deductions.

Distribute Student Activity Sheet M-1.

Complete the form with the class.

Have students discuss their answers.

A discussion should follow about the services provided by taxes.

File in the "Profile Me" folder.

SUGGESTED EVALUATION ACTIVITIES

Observe students' involvement in small group discussion.

NOTES

CAREER DEVELOPMENTAL AREA(S)

World of Work and Economics

RESOURCE

J. Patrick Ross, Worthington City Schools, Worthington, Ohio.

UNDERSTANDING YOUR PAYCHECK

The amount a person receives before taxes and deductions is called GROSS INCOME. After taxes and deductions are taken out, the amount is known as NET INCOME or TAKE-HOME PAY. The take-home pay is the amount a person can spend.

The sample employee pay statement may help you to understand the difference between gross and net income. The pay statement belongs to Helen Mary who was hired for $3.00 an hour to be a waitress at B.J.'s Ice Cream Shoppe. Her gross pay for 40 hours of work was $120.00 ($3.00 x 40 hours = $120.00). The total deductions of $35.00 subtracted from the $120.00 include $7.20 for FICA (Federal Insurance Contribution Act, the social security tax which provides for unemployment compensation and retirement benefits), $19.80 for withholding tax (federal, state and city income tax), $3.00 for health insurance (to pay hospital and doctor bills) and $5.00 for the credit union (a savings plan) leaving a take-home or net income of $85.00. Some deductions are required by law, such as social security and withholding tax. Deductions not required by law may include insurance payments, union dues and credit union savings.

Employee's Pay Statement

B.J.'s Ice Cream Shoppe
10000 Secor Road
Temperance, Michigan 48182

HOURS			EARNINGS				DEDUCTIONS				
Regular	Overtime	Regular	Overtime	Bonus	Other	Gross Pay	FICA	With-holding	Health Insur.	Credit Union	Net Pay
40	—	120.00	—	—	—	120.00	7.20	19.80	3.00	5.00	85.00

Define the following terms:

FICA _____

_____

Gross income _____

_____

Health insurance _____

_____

Net income _____

_____

Total deductions _____

_____

Withholding tax _____

_____

M2 PERSONAL FINANCES

BANKING

OBJECTIVE

Student will complete necessary forms for a checking account.

PROCEDURE

Explain use of deposit slips and checks.

Use a drawing of a deposit slip and a check on the board or the overhead projector to help the class learn how to complete the forms.

Complete the deposit slip and check for the class while discussing the important components.

Distribute and complete Student Activity Sheet M-2.

SUGGESTED EVALUATION ACTIVITIES

Observe students as they complete activity sheet.

Review completed work.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Economics

RESOURCE

J. Patrick Ross, Worthington City Schools, Worthington, Ohio

BANKING

Fill out the deposit slip.

Your account number is 81-7598-959.

You want to deposit the following items:

five dollars cash
a check for $18.53
fifty pennies in a roll

You want to take $2.00 cash home with you.

DEPOSIT TICKET

ROLAND STONE
31 Barracks Drive
Cleveland, Ohio 44100

DATE ____ 19 ____

CASH — CURRENCY
COIN

TOTAL FROM OTHER SIDE

TOTAL

LESS CASH RECEIVED

NET DEPOSIT

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

SCIOTO STATE BANK

SAMPLE

⑆044000111⑆ ☐☐ ☐☐☐☐ ☐☐☐

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT

Write a check for $14.60 to the City of Cleveland for water. Use today's date and your own signature. The following is a check list to see if you have written the check correctly.

- Today's date - month, day and year
- Name of the company following "pay to the order of..."
- Amount of the check written in numbers after $ _____
- Correct amount of the check in words before _____ Dollars
- Name signed, not printed

2702

Roland Stone
31 Barracks Drive
Cleveland, Ohio 44100

SAMPLE

19 ____

PAY TO THE ORDER OF _____ $

_____ DOLLARS

SCIOTO STATE BANK

MEMO _____

⑆044000111⑆ 2702 ⑈81759895⑈

M3 PERSONAL FINANCES

LIVING ON YOUR OWN

OBJECTIVE

Students will become aware of the costs of living.

PROCEDURE

Distribute two copies of Student Activity Sheet M-3.

Have students complete the activity sheet on their own.

Have students react to the idea of living on their projected income.

Discuss each item, giving students a range of costs for the area in which they live.

Discuss the inflation rate and its effects.

Have students add their figures again and then ask how much money they will need to meet the demands of their lifestyle.

Have students take the other copy of the activity sheet home for discussion with their parents.

SUGGESTED EVALUATION ACTIVITIES

Observe student reactions to the idea of living on their projected income.

NOTES

CAREER DEVELOPMENTAL AREA(S)

World of Work and Economics

RESOURCE

Judy Cavanaugh, Delaware County Joint Vocational School, Delaware, Ohio.

PERSONAL FINANCES

LIVING ON YOUR OWN

Below are some items most people have to consider paying for each month. Try to predict how much each might cost you per month.

Rent _____

Food (groceries, lunches and dinners away from home) _____

Household needs (soap, cleaning supplies) _____

Car payment _____

Car insurance _____

Car maintenance _____

Car fuel _____

Clothing (include special uniforms for job) _____

Electricity _____

Natural gas or other heating _____

Telephone _____

Water, sewage, garbage pick up _____

Schooling _____

Health insurance and life insurance _____

Upkeep on any pets _____

Entertainment _____

Miscellaneous _____

Savings _____

Now add up these expenses TOTAL EXPENSES _____

How much do you think you will be earning annually three years from now? _____
Divide by 12 for estimate of monthly salary. _____

Divide monthly salary by 5 for estimate of total amount of deductions. Subtract deductions. _____

Net Pay _____

Subtract total expenses from net pay. _____

Will you be able to live on your income? Money left _____

STANDARDS OF LIVING

OBJECTIVE

Students will understand different standards of living.

PROCEDURE

Divide class into four groups.

Assign different groups different monthly net salaries: $2500/month, $1500/month, $1000/month and $500/month.

Have groups decide how to spend their money as a group.

Bring class together and have each group report its decisions and distribute copies of these decisions to other members of the class.

SUGGESTED EVALUATION ACTIVITIES

Observe group discussions.

Observe decision making process.

NOTES

CAREER DEVELOPMENTAL AREA(S)

Economics and Decision Making

RESOURCE

Daniel Ross, Superintendent, Patrick Henry Local Schools, Hamler, Ohio

LOCAL RESOURCES

BOOKS, PAMPHLETS, AND OTHER MATERIALS THAT CAN BE USED FOR FUTURE REFERENCE

STUDENT ACTIVITY SHEET

LOCAL SERVICES

PEOPLE AND AGENCIES OFFERING HELP WITH SEEKING AND KEEPING A JOB

Total copies printed: 3,640
Unit cost: $ .3033
Publication date: 10/84
(Includes paper costs)

Remake of last signature

Total copies printed: 4,500
Unit cost: $1.5392
Publication date: 5/84
(includes paper costs)